

**Mayor's Education Summit Advisory Group
Advisory Group Meeting
June 6, 2016 4:00 pm- 6:00 pm
Seattle City Hall, Bertha Knight Landes Room, 1st Floor**

Advisory group members present: Co-Chair Ron Sims, William Jackson (on behalf of Co-Chair Kristin Bailey-Fogarty), Shaunta Hyde (for Co-Chair Brad Tilden), Co-Chair Sheila Edwards Lange, Janis Avery, David Beard, Dwane Chappelle, Maud Daudon, Howard Frumkin, Theodore Howard, Jose H. Ocsano Chustana (on behalf of Cassandra Johnston), Erin Kahn, Kent Koth, Roxana Norouzi, Dr. Larry Nyland, Erin Okuno, Estela Ortega, Betty Patu, Fern Renville, Dr. James Smith, Juliette S. Kelly (on behalf of Yolanda Watson Spiva), Ed Taylor. *Facilitator:* John Howell

Absent: Co-Chair Kristin Bailey-Fogarty, Kaaren Andrews, Pamela Banks, Phyllis Campano, Saadia Hamid, Bruce Harrell, Jennifer Mims, Sara Morris, Ed Taylor, Blair Taylor, Omar Vasquez

Ed Summit/City staff present: Robert Feldstein, Gracie Geremia, Kacey Guinn, Regina Jones, Isabel Munoz-Colon, Sara Rigel, Waslala Miranda, Carol Wallace, Sid Sidorowicz, Dana Harrison, Tara James, Long Phan, Jerry Fraud, Nancy Yamamoto.

Action Items

TASK	RESPONSIBILITY	DATE
Modify and update goals and vision	Robert Feldstein and staff	ongoing
Update the draft of principles	John Howell	6/29/2016 AG meeting

WELCOME

Co-Chair Sheila Edwards Lange welcomed the group and explained today's agenda.

DISCUSSION AND MAYOR'S DRAFT VISION AND GOALS STATEMENT

Robert Feldstein, Director of the Office of Policy and Innovation, spoke about the Mayor's draft vision and goals statement. The vision and goals are meant to be broad-based, encompass many of the thoughts from the community conversations and summit, and provide direction for the Advisory Group's work. The specific goals were shaped after reviewing similar statements from other cities. The goal statement is focused on post-secondary credential attainment, with specific emphasis on youth of color who have historically been underserved.

Some of the feedback from Advisory Group members included the following:

- Advisory Group members like the focus – but would like it to be modified to be asset-based, rather than deficit focused. The vision and goals need to be worded to have a **positive** tone.
- There should be a way to measure successfully post-secondary attainment rather than just 2 and 4-year college. It should be inclusive of other successes, including: apprenticeships, trade schools, etc.
- Building on children assets—by building the capacity of children's lives (last sentence of vision). The focus should be on changing the system—what educators can do, not what students should do.
- One group member asked if Asian American encompasses Pacific Islander and if multi-racial students are represented. Whoever is disadvantaged is where we should be putting our focus.
- The statements need to focus on more than just the school. Vision statement should be broad enough and not limit us
- Several group members suggested that the owners of the solutions need to be explicitly listed in the vision.
- One group member suggested that access is missing from the goals and vision. We need equitable access for all students. Ex: lack of access to programs during the summer.
- The vision should explicitly state the need to undo institutional racism.

- Changes in the system need to be included in the goal statement.
- The postsecondary goals represent 2- and 4-year degrees and do not include apprenticeships and other certificates. The group wanted to know if we could expand on postsecondary success to include these nontraditional forms.
- We should clarify whom the city is planning on partnering with in the goal statement.
- A group member was surprised that there was only one goal. If the end point goal is post-secondary achievement, we should be mindful not to have competing goals. At the community conversations and Summit, individuals wanted us to look beyond high school. Group members suggested partnering with higher education to accomplish post-secondary success.
- It is important to understand the needs to English Language Learners in the process.

REVIEW OF REVISED PRINCIPLES AND FRAMEWORK

John Howell led the discussion on the revisions to the draft principles that the Advisory Group reviewed last meeting.

The group gave the following feedback:

- Principle 8: There were several comments. A group member said that we don't have enough money to provide emotional/social support. The group member stated that we don't have the capacity to emotionally help students without funding for counselors. Another member suggested that good teachers are blending social-emotional teaching with academic curriculum. It was also suggested that outcomes should expand beyond the school system.
- Principle 7: 3rd bullet: Fair should be changed to equitable.
- Principle 1: We need to help students develop
- Principle 2: Include the community and school system,
- Principle 3: Include the city's own work. How do we align goals and efforts across the city?
- Overall: What are we doing to help underdeveloped teachers work with the whole child?
- Principle 4: It seems that we are backing away from data in point 4. We may also be open to working with emerging practices. How do we back up beliefs? Maybe combine the ideas to read: We favor evidence based practices, but are open to new ideas and collect our own data
- Overall: How do we define success? We should define success by lifetime earnings and understand how where you live influences that.
- Principles 4 & 8: We need to look at implementation strategies.

DISCUSSION REGARDING PRIORITIZATION OF BARRIERS

The Advisory Group broke into 2 small groups to discuss: 1) improving access to high quality learning opportunities – focus on instruction and 2) creating positive & supportive and high quality learning environments and focus on school climate. The group identified the key barriers to student achievement for each small group.

NEXT STEPS AND ADJOURN

Co-Chair Shelia Edwards Lange thanks the group and closed the meeting.

WORKGROUP 1

IMPROVING ACCESS TO HIGH QUALITY LEARNING OPPORTUNITIES & PROGRAMS

PARTICIPANTS:

AG Members (9): David Beard, Dwane Chappelle, Howard Frumkin, Kent Koth, Larry Nyland, Erin Okuno, Fern Renville, Ron Sims, Juliette S. Kelly (on behalf of *Yolanda Watson Spiva*)

Facilitating: John Howell

Staff: Jenny Frankl, Isabel Munoz-Colon, Long Phan

Theme 2: In-School Instruction and Programming

2.1 Quality Instruction = 2

2.2 Cultural Competency and Culturally Representative Curriculum = 7

2.3 English Language Learner Programs = 1

2.4 Tracking and Testing = 1

2.5 Special Education Services = 0

2.6 Advanced Placement/ International Baccalaureate Programs = 1

2.7 Arts; Science, Technology, Engineering, Math (STEM) = 2

2.8 Technology in Classrooms = 0

Theme 8: Improving Access to Quality Expanded K-12 Opportunities

8.1 Before- and After-School Programs = 9

8.2 Extended Day and Year = 0

8.3 Summer Programs = 9

Theme 9: Expanding Access to Quality Early Learning

9.1 Quality Programs = 6

9.2 Facilities = 3

9.3 Staff Professional Development = 3

WORKGROUP 2

CREATING POSITIVE, SUPPORTIVE, AND HIGH QUALITY TEACHING & LEARNING ENVIRONMENTS

PARTICIPANTS:

AG Members (9): Janis Avery, Sheila Edwards Lange, Ted Howard, Erin Kahn, Roxana Nourozi, Estela Ortega, Betty Patu, Jose H. Ocsano Chustana (on behalf of *Cassandra Johnston*), James Smith

Facilitating: Regina Jones

Staff: Sid Sidorowicz, Dana Harrison

Note: Multi-lingual educators, normalizing ESL students for positive identity & culture (was this in WG1?)

Theme 1: Improving School Climate

1.1 Cultural Competency and Implicit Bias Training and Reflection = 12 total

(7 = main topic + 5 = sub-topic: *Grade Reporting Policy*)

1.2 Wrap-Around Services for Students and Families = 3

1.3 Discipline Policies and Implementation = 7

1.4 Creating Positive Student/Family Experiences = 1

1.5 Lower Class Sizes = 0

1.6 Culturally Responsive Services = 0

1.7 Trauma-Informed Practices = 2

1.8 Food Resources and Physical Activity = 0

1.9 Restorative Justice Practices = 2

1.10 Social and Emotional Learning Curriculum = 0

1.11 Condition of School Facilities = 1

1.12 Attendance Awareness and Support = 2

Theme 7: Recruiting, Supporting, Retaining a Diverse and High-Quality Educator Workforce

7.1 Diverse Educator Workforce = 4

7.2 Professional Development for Educators = 1

7.3 Strategic Deployment of Principals and Teachers = 2

7.4 Principal Leadership = 0

7.5 Teacher and Staff Pay = 0

ADDITIONAL TOPICS LISTED:

9-12 Assessment System = 0

Fully use power schools = 0

Modern Business Practices Supported by Technology = 3

Policy Analysis to Address Bias = 0